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ABSTRACT

This publication, issued twice a year -- Spring and Fall -- is designed for professional YMCA staff around the country. However, non-YMCA people and organizations might also be interested in the programs which may be applicable to their needs. The objective of the newsletter is to provide readers with information about types of specific innovative YMCA programs and activities about programs in other areas. This issue focuses on the subject of values education. A Hi-Y conference report from Blue Ridge, North Carolina, details the process used to plan and implement a program design centered around values clarification. Other sections of the newsletter include descriptions of teen programs, program ideas for children and families, and articles on counseling. An annotated list of educational materials on varied subjects is included. Copies of the newsletter are available in one dozen lots for $4.00 or six copies each of two issues for a year for $4.00, i.e.; a subscription charge is $4.00 for approximately thirty-two pages of the Circulator. (SHM)

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A bulletin published by the Urban Action and Program Division to exchange and circulate news about innovative program ideas and activities.

ED 080403

400 Teenagers Test Their Values

Annual Hi-Y Conference in Blue Ridge, North Carolina

By JAMES G. STOOKE

Associate Metropolitan General Director, Orlando, Florida
(With contributions by Jack W. Cole, Regional Associate, Mid-America Region, Minneapolis, Minnesota)

"Working with youngsters of high school age and up, it was discovered that there was no necessary connection between knowing what is right in any given situation and doing it." So said Dr. Eva Schindler-Rainman, behavioral scientist and community consultant, in an address in which she discussed the characteristics of value educators and the implications for "people helpers."

Last summer four hundred YMCA teenagers realized that values were very much "in style" as they spent a week "rapping on them" at their annual Hi-Y Conference at the Blue Ridge Assembly in North Carolina. Coming from throughout the Southeast and as far away as California, Minnesota and Ohio, they found out what they actually valued and made some important decisions. In their evaluation and feedback at the end of the week, their enthusiasm indicated that the experience of such a program for teenagers on value clarification can serve as a model for others to consider as they plan an event for young people, *and indeed for groups of any age*.

The purpose of this article is to share the process which was used to plan and implement a program design centered around values clarification. Some practical "how-to's" will be presented so that others can study the process and incorporate it into their own program design. The following paragraphs will briefly describe several of the conference's key elements: *Pre-conference Planning, Training of Group Resource Leaders, Program Design, Highlights of Significant Experiences,* and *Back-home Followup Programs.* (An accompanying article in this issue gives directions for two of the specific exercises that were used.)

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WORKSHOP EXERCISES ON VALUES

"Values are the bases upon which persons decide what they are for and against, or where they're going and why."—Sidney B. Simon.

Given the complexities of our time, given the staggering number of choices to be made, given the crying need of individuals and systems for a direction toward which to move, is there anything we can do to help each other build a value system by which to live?

Sidney Simon, one of a four-man team working for years on this subject, believes there is. It is called "the values clarification approach." It has become one of several important movements taking place today in the field of humanistic education.

YMCA leaders working with teenagers can help each person develop habits of continually re-examining his purposes, aspirations, attitudes, feelings, if he is to find the most intelligent relationship between his life and the surrounding world, and if he is to make a contribution to the creation of a better world.

In general, the purposes of values clarification are to sensitize people to value issues, to give them experience in thinking critically about such issues, to give them opportunities to share perceptions with others and learn cooperative problem-solving skills, and to help them learn to apply the valuing processes in their own lives.

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ANNUAL CONFERENCE

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The total conference program included a blending of physical and social recreation with the actual personal development experiences. In this article, however, attention will be given only to the latter.

The Conference Officers and Planning Committee (teenagers) requested that the program include an examination of values as they relate to personal relationships, attitude toward our country, and personal religion. Jack Cole, a consultant in the Mid-America Region and I set about the task of program design. It soon became apparent that a "values clarification" experience would incorporate all of the asked-for topic areas, plus many more, relevant to teenagers of today. We also felt a need to respond to an additional request which was to have some practical helps for club operation.

Working independently but yet in frequent contact with one another, both of us assimilated a large inventory of resource materials. It included group exercises, audio-visuals, and articles on the actual values process. Jack Cole and I then met in early summer and began to block out the flow of the most usable material for the Sunday night through Friday night conference. An over-view of the entire week was also prepared for the group resource leaders.

Training of group resource leaders

The key to any successful experience of this type is the securing and training of leadership. Recognizing this necessity and the problems of logistics and expenses of a pre-conference training meeting, we decided to recruit and train persons already planning to attend. Our design was also predicated on the basis that all training would be done once the leaders were at Blue Ridge. With these points in mind, I sent letters to some thirty staff and laymen asking them to serve as resource persons. Included in the letter was a copy of an address by Dr. Schindler-Rainman on value education. (See Resources, page 14.).

Beginning on Sunday night, a series of training sessions was held throughout the week. In the training of adult leaders, we led them each day in the actual experience that the young people would be having the next day. By staying ahead this way and by training in small segments, the total program design was easily grasped by those involved. Certainly, an important part of each training session was a feedback on that day's set of exercises. This allowed opportunity for any modification of the basic program to be made. The end result of the training process was that we had a group of leaders "turned on" to what was happening and consequently they related extremely well to the conference participants.

Program design

The program design included platform presentations, small group sessions, and reaction panels from the platform. A conference minister was chosen on the basis of his ability to relate to young people and his experience in the values clarification strategy. Other speakers were introduced at certain points throughout the week. Perhaps one can best understand the flow by seeing a brief day-by-day recounting of the week's program.

Sunday Night – As this was the opening session, a keynote address was given on "Values." Its purpose was to provide the backdrop for some of the issues that the young people would be dealing with during the week.

Monday – A brief platform presentation was made in the morning by our minister on "The Value of Personal Relationships." Following it, the first group sessions were held. A *Mini-Seminar* was conducted. This is a capsulized version (2-4 hours) of a larger program developed by Combined Motivation Education Systems in Chicago. It involves 1) examining our successes and strengths and how we deal with conflicts, 2) helping others to become more aware of their ability and potential, 3) learning how to give support to others, and 4) learning how to set goals. The experiences were designed to provide skills in effective verbal and nonverbal communication throughout these four phases.

(A detailed description of the original 15-hour program is available in the December 1971 issue of the Y-CIRCULATOR, on pages 13 and 14, entitled "A Life Planning Program.") The Mini-Seminar, a four-hour digest of the program, was prepared for us at this conference by the writer. You can write to me for a copy, enclosing one dollar to cover costs. For the 15-hour package program and further information from its sponsor, write to: Achievement Motivation Program, W. Clement & Jesse V. Stone Foundation, 111 E. Wacker Drive, Suite 510, Chicago, Ill. 60601.

In the afternoon the first strategy for values clarification—*Twenty Things I Love to Do*—was used. We next involved the groups in a *Values Inventory*. (Another article in this issue includes a full description of these two exercises.) The results were tabulated and ranked so that a conference composite rating of twenty value statements was made and placed on large posters on the wall in the auditorium. Throughout the week, speakers challenged the young people about their values ranking. The teenagers, themselves, were also able to test their personal inventories against those of the total conference in different conference situations.

That night a rap session on the values ranking was held between the conference minister and representative young people, chosen by their respective groups. Needless to say, this turned into quite a lively session.

Tuesday—The morning schedule included a film—*Troubled Waters*—which dealt with young college men and their facing of crisis in a trip down the Colorado River on a raft. Following its showing, the small groups were led in the *Old Woman/Young Woman Perception Exercise* which showed that each of us sees different things though we may be viewing the same subject at the same time. Discussion of the film and its meaning was held.

After lunch the small groups reconvened and participated in the *Road Game* —a simulation game in which participants experienced many of the dynamics that are present in society—power, minority group feelings, politics, persuasiveness, cooperation, etc. Through the inter-personal relationships at work in the game, many values were assessed and re-clarified. The evening program included another platform presentation by the conference minister. His topic dealt with the value and reality of religion, with emphasis on the meaning of love. As *Love* was ranked first in importance by the total group, his remarks were very cogent.

Wednesday—This day was designed as a change of pace. Two speakers were brought in who spoke from different points of view on America. After each presentation there was a question and answer period with the speaker. The remainder of the morning was spent in having each group identify questions which they would like to ask both speakers at an evening assembly. A "press conference" kind of session was then held that night. Again, a lively discussion developed, particularly around the value placed on our love of country.

Thursday – Because of planned trips in the afternoon and evening, the entire morning was devoted to group sessions. Two values clarification strategies – the *Fallout Shelter Problem* and *Who Are You?*—were used. In addition, the process of valuing was prepared and distributed for discussion. This process dealt with the

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WORKSHOP EXERCISES

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There are seven criteria by which we develop a personal value:

1. A value must be a free choice.
2. It is always chosen from among alternatives.
3. It must emerge from a weighing that results from a choice after thoughtful consideration of the range of alternatives and the consequences involved.
4. When we value something it has a positive quality for us. We are happy with our values. Values flow from choices that we are glad to make.
5. We are willing to affirm publicly our values.
6. We budget time and energy for our values. We spend money on a choice we value.
7. When something reaches the stage of a value, it is likely to reappear on a number of occasions in the life of the person who holds it. It shows up in different situations at different times.

The development of values is a personal, lifelong process. If young people could learn the method by means of which they look at life and clarify what they value, then they could have a system by which to live purposely in a pluralistic world.

What Do You Value?

Two Exercises to Help You Find Out

These exercises were used by the 400 teenagers at the conference. However, they are appropriate for any age group. In fact, you can try them by yourself, or with your family, or with friends.

I. 20 Things I Love to Do

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As quickly as you can, list 20 things in life which you really, really love to do. There are no right or wrong answers about what you should like.

Using the suggested code below, the next step is to code the 20 items listed above.

1. Place the $ sign by any item which costs more than $5 each time you do it.
2. Put an R by any item which involves some RISK. The risk might be physical, intellectual or emotional. (Which things in your own life which you love to do require some risk?)
3. Using the code letters F and M, record which of the items on your list you think your FATHER and MOTHER might have had on their lists if they had been asked to make them at your age.
4. Place either the letter P or the letter A next to each item. The P is to be used for items which you prefer doing with PEOPLE, the A for items which you prefer doing ALONE.
5. Place a number 5 by any item which would not have been on your list 5 years ago.
6. Place a number 5 by any item which you think will not be on your list 5 years from now.
7. Finally, go down through your list and indicate the date when you did it last.

Now look back over your list and the codings.

- What does your list look like?
- Can you identify any patterns in the things you love to do?
- Did you learn something new about yourself?
- Are there some things you're pleased with?
- Is there anything that you would like to change? How might you go about it?
- Are there some things you like to do that you have not done lately? Why? What could you do about this?

II. Values Inventory

Participants at the Blue Ridge Conference were handed a sheet listing the following nineteen values, with definitions. (See middle column on page 5 for definitions.)

Achievement	Love
Aesthetics	Morality
Altruism	Physical Appearance
Autonomy	Pleasure
Emotional Well-being	Power
Health	Recognition
Honesty	Religious Faith
Justice	Skill
Knowledge	Wealth
	Wisdom

They were asked to indicate, in each case, how they would regard each value, i.e., 1) Not important, 2) Moderately important, 3) Quite important, 4) Extremely important. A tabulation was made of each one's personal values, and the group's values. Each of the group chairmen (young people selected by each of the 20 groups) turned in his own group's inventory immediately following the session for a tabulation of values to be made of the total conference. The Group Chairmen met for a rap session on youth values with Ed Beck, the pastor who had given the opening address.

This article is based largely on material developed by Sidney B. Simon and Howard Kirschenbaum. You will be amply rewarded if you secure the original works by these and other creative innovators on the teaching of values. (See Resources for Value Education, page 14.)

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seven steps involved in having something become a value. (See first column on page 3.)

Friday – The morning assembly was designed to present *Creative Club Strategies*. Throughout the week the young people were asked to make "capsule comments" on prepared, printed cards. Five minutes were allotted during assemblies for this purpose. *The four capsule comments were:*

1. The biggest problem facing my club next year is .....
2. The greatest strength which my club has is .....
3. The best project my club had this past year was .....
4. The best program my club had this past year was .....

This material was analyzed by Jack and me and became the basis for our session. The best project and program ideas were gleaned and reproduced for take-home purposes. The actual assembly presentation dealt with problem-solving and techniques of planning. In addition, a series of helpful hints was also prepared and distributed. Called a *Creative Club Strategies Manual*, it included sections on (1) Tests for Effective Leadership, (2) Tests for Effective Clubs, (3) Solutions to Identified Club Problems, (4) New Ways to Better Meetings, and (5) New Designs for Creative Planning.

The last actual session of our program design occurred after the dance on Friday night. This was a symbolic *Fire of Friendship* which incorporated a narrative and modern "message" music. Conducted in the stillness of the night, in a mountainside setting, this closing ceremony provided a fitting climax to a week-long search for values. It also proved to be the catalyst for an emotional highlight which will be described later.

Often program designers don't have a chance to see if a planned experience is effective and meaningful in the lives of participants. Fortunately, for those of us related to last summer's conference, the test of validity unfolded itself in two separate occurrences. Upon reflection, we saw that both showed us that all of the effort had been worthwhile. Briefly, these two highlights are recounted in the following paragraphs.

1. Drugs

Sometimes a negative can ultimately turn into something positive. Such was the case with the first experience. The Conference Life Committee had established a basic ground rule that drugs would not be allowed. Those violating this rule would be sent home. Having had this explained to them, the young people accepted the rule. In midweek the fact surfaced that several were indeed smoking pot. The staff shared the problem with the total group without identifying anyone. Those involved were given the opportunity to turn in their stashes anonymously, without recourse. However, only part of it was brought to the conference office.

On Thursday, nine conferees were called in and confronted by the staff. They admitted their guilt and realized the consequences they faced because of their actions. After much individual counseling, each one was willing to call his or her parents to tell them that they were being sent home and for what reasons. This difficult process was eased by their knowing that a follow-up counseling session would be arranged with each parent and teenager and the YMCA staff person the next week. These nine people left the conference on Thursday afternoon for home. However, before departure, they came to the Conference Director and gave him a letter which they had composed and wished to have read to the total group the next morning. Several of the excerpts indicate some very positive things, as you can see. . . .

> "We came to Blue Ridge and talked about values . . . we ranked Love as our most important value and talked about caring for others . . . yet when it came down to it we didn't show concern for you, only ourselves . . . our mistake, we will live with for a long time . . . please remember us for the persons you met, not the little kids we became . . . you don't need a chemical high here in this setting of Blue Ridge . . . we see that now . . . please forgive us for that which we did."

The impact of the letter was felt deeply by everyone who heard it on Friday morning. Without question, it caused each to realize that the values clarification process had been both relevant and meaningful.

"There's the story of the guru who gave a cocoon to a small child, telling him that a butterfly would some day emerge, but that he must *not* help the butterfly to get out. Of course the child did help the butterfly out of the cocoon and the butterfly consequently lived only long enough to fly to the ceiling and plummet downward to its death. On confronting the guru with this tragic lesson, the child was told, "You helped him out of the cocoon and thereby deprived him of the chance to strengthen his muscles so he could be strong enough to fly away and live."

From an article by Sidney B. Simon on "The Search for Values"

2. Sharing

The other significant experience occurred after Friday night's Fire of Friendship. Following the ceremony, all of the conference was asked to maintain a "pathway of silence" back up the hill to the lobby of the dorm. Normally, in other years, silence had been maintained until the lobby was reached. Once there, conversation loudly resumed. However, last summer the four hundred young people silently filed in and began to sit down on the floor. Soon all were seated and still kept silent. The only sound was that of emotions being expressed. After ten minutes or so, individuals began to share with the others their feelings about the week, and its effect on them. For twenty minutes, dozens of young people spontaneously stood up and shared. These expressions, their sincerity and emotionality, were clear evidence that the week's experiences had indeed touched the lives of many of the young people present. It was the first time in the history of Blue Ridge that such a thing had ever happened. It will forever be remembered for those of us there.

Follow-up programs held back home

Keying on their experience at Blue Ridge, several programs have been conducted by Hi-Y and Tri-Hi-Y Clubs in Orlando. One had me lead a series of one-night "mini" values clarification sessions for members of four clubs. They posted the results of the Values Ranking in the main lobby of the school. Coupled with a large accompanying article on these programs in the school newspaper, an entire student body became involved. Many designed-rap sessions in classroom settings followed.

Another club planned a weekend values clarification workshop and involved *all* of the service clubs in their school. The purpose was to bring them all closer together in unity rather than in heated competi-

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tion. As a result of the experience, the clubs have functioned well together throughout the year and are friendly but positive competitors.

Finally, because many young people talked so enthusiastically about their Blue Ridge experience in one school, the administration tuned in and with them designed and added a values clarification course to the curriculum. It has turned into one of the most popular classes in the school.

The above are some examples of the types of things that can spin off of a values clarification program. Its potential for involvement of participants, positive growth experiences, and carry-over follow-up programs "back home" should cause any planning team to give serious consideration to the process of its next teenage event.

James Stooke has advised that if you need further details or have questions on this program, feel free to contact him at: Central Branch YMCA, 433 North Mills Street, Orlando, Florida 32803.

WORKSHOPS FOR "VALUE EDUCATORS"

If you are interested in attending a Values Clarification Workshop to learn first-hand how to use this creative approach in the YMCA, contact: Values Associates, P.O. Box 43, Amherst, Massachusetts 01002, tel. 413-256-8346.

Ask for their brochure which describes more about this program, lists a schedule of workshops being conducted in 1973 all over the country, and other materials you can send for.

Several YMCA people have attended a workshop and enthusiastically recommend it.

VALUE DEFINITIONS

(*See page 3 for description of Life Inventory Exercise.*)

Achievement: Accomplishment; a result brought about by resolve, persistence, or endeavor.

Aesthetics: The appreciation and enjoyment of beauty for beauty's sake.

Altruism: Regard for or devotion to the interests of others.

Autonomy: The ability to be a self-determining individual.

Emotional well-being: Freedom from overwhelming anxieties and barriers to effective inner security.

Health: The condition of being sound in body; freedom from disease or pain.

Honesty: Fairness or straightforwardness of conduct; integrity; uprightness.

Justice: The quality of being impartial; conformity to truth, fact, or reason; to treat others fairly or adequately.

Knowledge: The seeking of truth, information, or principles for the satisfaction of curiosity, for use, or for power.

Love: Affection based on admiration or benevolence; warm attachment, enthusiasm, or unselfish devotion that freely accepts another in loyalty and seeks his good.

Morality: The belief in and keeping of ethical standards.

Physical appearance: Concern for the beauty of one's own body.

Pleasure: The agreeable emotion accompanying the possession or expectation of what is good or greatly desired: "Pleasure" stresses satisfaction or gratification rather than happiness.

Power: Possession of control, authority or influence over others.

Recognition: Being made to feel significant and important; given attention.

Religious faith: Communion with, obedience to and activity in behalf of a Supreme Being.

Skill: The ability to use one's knowledge effectively and readily; expertise.

Wealth: Abundance of valuable material possessions or resources; affluence.

Wisdom: The ability to discern inner qualities and relationships; insight, good sense, judgement.

WHAT THEY SAID

Quotes from some young people about the Values Clarification experience.

"In every different exercise we did, I learned what values I had and which ones I probably will not have in the next five years and some I will have till I die. If I can keep these values and not give up on what people say about them, and keep going in what I believe in, I think that my life will be like I have wished it to be."

"I wrote ten values, checked out how much I've practiced them, and didn't think much of it. Then we played one of the Values Clarification games. That was it! That opened my eyes! During that game, I was a hypocrite! I went against all my values and discovered that a lot of times I do this every day. Well, sir, I'm glad I learned now. I am glad I learned early! This is the time I am thinking about my future and taking into consideration my values. If I am going to have these values in the future, I had better start practicing them now, before it's too late."

"Other people with different ideas now seem great to me. Before they seemed like 'dumb people'."

SOMETHING TO THINK ABOUT

Teenagers, 14 years of age or older, may now be elected to the Girl Scout National Council, the major direction-setting body of Girl Scouts. The National Council amended the Girl Scout Constitution, lowering the age of voting delegates from the previous 18-year-old minimum, at its 39th national convention, held October 22-26, 1972, in Dallas, Texas.

Membership in the National Council has been limited to persons 18 years of age or older, although many Senior girls (ages 14-17) have been serving with local Girl Scout council boards and committees and National Board committees. Enthusiastic reports have indicated that these teenagers contribute valuable insights and ideas to council planning.

The amendment to lower the age limit of National Council members is in line with a stated goal of Girl Scouts, "to increase youth member participation in planning and decision-making."

TWO PROGRAMS FOR THE DEAF

1. "Deaf Camp" at Big Pines, California is getting ready for its 14th season and the older teens and college students who volunteer their leadership are getting as much as they're giving in this quietly thrilling experience.

Perhaps the best way to suggest the values and potential of this kind of program is to quote from the letter by Miss Hana Inabu, its Co-Director:

"It is difficult to express in words the wonderful feeling of satisfaction in serving these handicapped children. They express themselves in a way that is difficult to put in words, such as when you're walking along and suddenly you feel a little hand around your waist, with a big smile looking up at you. Words aren't really necessary; it is all there in their facial expressions—their way of saying, 'I'm having fun.' What more could we ask for than that! For many of these children, this camping experience is their first such opportunity to get out into nature—among the tall pines, which for many are huge, leaning trees when nightfall arrives and they begin to lose their sense of balance, but who in the trusting hands of their volunteer leaders know that everything is 'alright'."

2. In Hawaii Richard Ogawa, Director of Camp Erdman, reports, "We had a total of 16 deaf boys *integrated with the regular campers.* Dan LaBeff, program assistant, gave lessons on sign language. Most of the counselors and some campers learned about the problems of the deaf and the sign language."

Just imagine the implications of this kind of integrated program! Learning to be sensitive to others who "speak" with gestures and facial expression—learning to communicate to them too, without using words. Surely there must be some carry-over in communications skills when one becomes more aware, in this way, of how intense is human interaction—an awareness that is often muted by verbal noise. Of course there is also fun for the kids with normal hearing who learn sign language, and education for all about the problems of the deaf.

Both these programs suggest that Y camps might consider integrating their well and normal youngsters in camps with those with other kinds of physical handicaps. We have also heard of camps for normal children that accept campers with minimal mental retardation, or minimal emotional disturbance, and all the campers learn more ways of getting along in this mixed environment.

One Week Teen Camp

"Teenagers are fed up with summer camp!" Seasoned camp directors, confronted with a steady decline in teenage camp registration, have been saying this for the past five years. But 130 youngsters of Teen Camp at Big Bear Lake in California had a ball last summer and Larry Rosen, Director of "Cowabunga" looks forward to an enthusiastic repeat of this successful camp program next year.

The secret? Cut out the structure and leave it to the kids to run their program. Ten or twelve in each cabin, with one *trained* young adult leader, make their own decisions as to what they will do each day for the week-long camp session. They learn about planning, decision-making, and consensus. The no-alcohol, no-drug rule is their own responsibility. There's no curfew.

Mary Lou Prock, Program Director, West Valley Branch of Los Angeles YMCA, who directed Teen Camp in 1971 and was one of the cabin leaders for a group of girls in 1972, says that it's a demanding leadership strategy to learn to transfer responsibility over to the adolescents, while yet maintaining responsibility for ultimate consequents. "There's no such thing as an untroubled kid," she says, so leaders must resist the impulse to dictate and help them take care of each other.

The available activities run a wide gamut from arts and crafts to water skiing and horseback riding. "But you see many of them just sitting around in groups, talking to each other."

Here at last is a place where teenagers "just in groups talking to each other" are not harassed to do something else. Eventually they do, of course, and Mary Prock says, oddly enough, boys go for arts and crafts a lot—clay, tie dying, candle making.

A few cases surfaced of broken rules, but it was the teenagers themselves who dealt with the culprits, getting them to destroy the marijuana or liquor. Some heavy rap sessions develop inevitably, and personal growth labs are a popular program choice.

Leaders are carefully selected. Many are program staff who have been exposed to experiential learning in human relations labs and leadership training courses. Some are lay men and women known to the Y for their experience with young people's groups.

A teen camp with a let-them-alone program design is harder to administer than the traditional regimented schedule, but it appears to be working, while the latter, let's face it, is dying. If you can manage this one-week experiment, it's worth a try in 1974. Selected teenagers begin in the spring to act as a "Planning Committee" with the adult camp director. If you want more details, contact Larry Rosen at the Torrance Family YMCA, 2900 West Sepulveda Boulevard, P.O. Box 3306, Torrance, California 90510.

Wanted: A Formal for Prom

By Barbara Freund, Girls' and Women's Director
Manitowoc-Two Rivers Area YMCA, Manitowoc, Wisconsin

Here's a Y service you may not have thought of, but it has potential for good school and community relations — and brings girls into your Y!

As Prom time approached last spring it was brought to our attention that many girls could not attend due to the high cost of new formals. It was then I decided to try an idea I had seen work at college. We advertised that the YMCA was accepting formals to be sold in a Formal Exchange to be held prior to Prom. The people wishing to sell their formals were required to have them dry cleaned.

As the people brought in the formals to be sold we filled out a card listing a description of the dress, the size, name of the owner, and their asking price. A tag was placed on each dress with a corresponding number to the card, and the price the dress was being sold for. This price included cost of advertising, etc.

As people began to come in and purchase the formals, the owners were contacted and came to the YMCA to pick up their money. This service worked two ways: it provided nice formals to girls with limited money to spend on Prom, and it provided a service for those people wanting to sell used formals.

The only problems we encountered were, the tags on the dresses got misplaced in some cases, and since we had over 150 garments to sell, we found the descriptions were too vague and could fit several of the dresses.

When the sale ended after Prom time we called all the people with unsold dresses left at the YMCA. Many people felt that this was a very worthwhile service and therefore donated their formals to sell in next year's Exchange.

YOUTH ON THE ROAD . . . Where to Stay???

Young people tramping through our land are doing what our forbears did to found the country—reaching out for new experiences, refusing to settle for the limitations of their day-to-day environment. The problem of where to stay is increasing, as the numbers on the road accelerate. Jeff Luke, who was instrumental in starting a Y youth hostel in the Westchester YMCA of Los Angeles last summer, has written a handbook entitled "How to Start a Youth Hostel." He has generously offered to make copies available of this excellent 25-page step-by-step manual for YMCAs that are willing to open up their meeting room facilities at night for youth travelers. Also available is the 20-page report of the experience by David Kibbey, who operated the Westchester YMCA youth hostel, entitled "Use Your YMCA Like a Retired Sailing Ship." The address for both is Los Angeles Metropolitan YMCA, 714 West Olympic Blvd., Suite 900, Los Angeles, California 90015.

The most innovative aspect of this program is that a YMCA was the site for the hostel. After the Y closed down for the day, at 10:30, this facility became a haven for 20 to 40 wanderers, from all over the United States and 22 foreign countries, who paid one dollar each to sleep on their blankets or in their sleeping bags in one of the two large rooms allotted for this service. During the day they could, if they wished, avail themselves of some of the facilities.

"We expected to have some problems—drugs, maybe," said Jeff, "but we had no trouble. The rule was: no liquor, no drugs, no firearms, and everybody respected it. We even had foreigners popping in at odd hours, straight from the airport."

His program cost the Y no more than what the small fees covered and provided a brotherly service sorely needed.

It should be pointed out that "Y Hostels" can be established in any YMCAs where there are under-occupied residence spaces. Unlike the American Youth Hostels, which are usually located in country areas, used by bicyclists, and require membership, the Y hostel provides a place in the city for travelers who especially want to explore the city. (However, some other YMCAs that are now welcoming young travelers also have an affiliation with AYH which they have found valuable.)

Jeff's manual includes suggestions for publicity. His experience has so convinced him of the need for this service that he is involved with a special group that is working to spread the notion of "Y Hostels" to other Ys around the country. By the time you read this, a new document by Clarence S. Elliott will be available giving guidelines on developing this kind of service program, plus a roster of information about several "Y Hostels" presently in operation. Contact him at the Urban Action and Program Division, 291 Broadway, New York, N. Y. 10007 for further information about ordering copies.

A WELCOME TO THE UNDERDOG

A letter from J. R. Robertson in Toronto, Canada, describes a Youth Employment Service (YES) of which he is director. This is an intense, personalized approach that penetrates the difficulties of placing the low motivated, unskilled, unemployed youth in suitable jobs. Continued interest and contact *after placement* resulted in lower turnover than the employers normally experienced with their workers. This project was developed by the Toronto Rotary Club and the Toronto YMCA in 1969. Due to its success, it has since enjoyed the assistance of the Federal Government, the Provincial Government, and the City of Toronto. For a complete report of the process and the research report by Nathan Markus and Donald Bellamy, write to Director Robertson, 27 Maud Street, Toronto 133, Canada.

YEAR 'ROUND CAMPING

In the past, camping has usually been thought of as only a summer program—not so, any more. A full range of year 'round camping has been developed at Camp Ohiyesa and Camp Nissokone. John Duning, Camping Services Program Director, indicates that weekend camping at Ohiyesa is very active with Y-Indian Guides, Y-Indian Princesses and Y-Indian Maidens, in the Detroit area.

Through an extension of the Title IV Government grant, mini-residence camping is also available throughout the winter. School districts and churches are also booking space, especially at Ohiyesa.
(From YMCA Newsletter, Detroit, Mich.)

A LIVE-IN COUNSELOR AT THE Y

By Steven Schultz
Associate Branch Executive
Honolulu YMCA

Studies have shown that success in counseling depends more on the personality of the counselor than on training and education. This is confirmed by the experience described below.

Over the years we have experienced a high turnover of transient young men at Central Branch. Distance from home, the problem of living and working in a multi-ethnic community, the extremely high cost of living in Honolulu, the normal problems of increasing drug traffic, and just plain unfamiliarity, have created a real need for counseling services.

Our first attempt was to hire a professional social worker with a counseling background to work designated days and hours. After a two-week trial the evaluation proved that incidents didn't necessarily happen when the counselor was on duty and residents shied away from such a professional. Also, the cost factor proved to be prohibitive on a long-term basis.

We were fortunate to hire a former YMCA youth director who was pursuing a social work graduate degree at the University. The student lives in the YMCA and has regularly scheduled office hours, plus he gives us emergency evening coverage. The student counselor interviews residents for weekly rates, counsels residents who are having emotional or financial problems, helps direct them to possible employment agencies, plans, directs residence socials such as Christmas dinners, plans tournaments, etc., etc.

The special resident live-in-counselor project is a specially funded two-year experiment. After the first year we have determined that the project has been most successful and we will continue it.

PHONE TREE

Is there something you want to get done for your YMCA, or for your community? Be a committee of one. Phone four people who could join you in backing your idea and set a deadline for a meeting to start the action. Ask each one to phone four people to do the same—and keep the idea rolling until your meeting date.

COLLEGE CREDIT FOR VOLUNTEERS

College students, through the Atherton YMCA in Honolulu, can choose from a list of 28 projects to volunteer their services for one to three hours weekly and get college credit. Volunteers are especially needed in this many-cultured area, but the program models that are described may spark ideas for any Y directors in the United States. Eighteen student coordinators help supervise the various projects as well as provide the continuity and feedback which is the heart of the Atherton YMCA program.

Frank Watanabe, Executive, states, "Our task is to provide university students with the exposure to become involved in different ways to the needs and concerns of the community-at-large. Professors on the campus find our projects and the administration of them relevant and meaningful enough to give their students academic credit for obtaining field work experience through the Atherton YMCA."

The one or two-page descriptions of the program have been compiled in one concise package for excellent interpretation to "friends of the Y." If interested, contact Frank for their "Share Your Talent" brochure.

TELL THEM WHAT YOU NEED

The following announcement appeared in the Greensboro, North Carolina YMCA bulletin last December:

You Can Help the Y . . . How?

We need two 50 horsepower motors for our boats. Should you have a motor for a boat that you want to donate and write the contribution off as a gift for tax purposes, think of the "Y."

We need an old non-equipped house trailer for an office at the new camp ground. We will make it into an office.

We need a stake body truck, and a small tractor for moving. Should you have one, and want to get rid of it, call the "Y."

We need one more good bus to carry our kids next summer. Think of the "Y."

We need tile and carpet for our floors, we need paint for the buildings.

So, if you have any of these items, remember the "Y." If you want to supply any of these needs, call Jack Nantz at 272-4146.

• • •

The International Management Council has consented to construct a miniature golf course. The Kiwanis Club and E. S. Johnson have given funds to winterize two cabins and the mess hall. Two individuals gave boats to the camp for a water skiing program next summer.

Learning to Counsel Each Other

More and more people are turning to counselors, to "mental health" workers, to psychiatrists, to self-help and human potential "groups." In the complex, whirlwind existence of life in the 70's, despair is so universal that this kind of quest is more than just a curious anomaly. It may be a valid response to the cumulative effects of unrequited anxiety.

What would it be like if each of us could find one person (not a paid professional), who is trained and available, to devote himself to us *exclusively* for an hour each week, helping us maintain a rational perspective on the source of our feelings of discomfort, anger, grief, fear, so that we emerge restored and able to face the "present time"? Also, how would it feel to be able to offer an equal hour of this kind of listening to the other person, who has earned his turn?

Some YMCAs have experimented with teenager "peer counseling" and other one-to-one counseling programs. These have been very promising and suggest the potential value of a tested, formal design for this kind of collaboration. A co-counseling program that involves careful training and guidance is happening now in many cities around the United States! Harvey Jackins, of Seattle, Washington, is the inspired founder of this original program and has been developing and improving it for more than twenty years. Two people, who have attended a workshop or have otherwise received adequate instruction, agree to "co-counsel" each other at regularly scheduled weekly interviews. The method is called "Re-Evaluation Counseling" because it affords an opportunity for each client to "re-evaluate" his present experience, understand the impact of past hurts, and learn to "discharge" the pent-up feelings.

The co-counseling dyads strive to rid themselves of the stranglehold of their past, as they learn to recognize how they are being re-stimulated negatively during present events. They move very quickly into the present time, and work with remarkable clarity and speed on their immediate problems or causes for distress. Suddenly these seem less burdensome, and more manageable. They emerge relieved and energized to focus rationally on the immediate goals for a more fulfilling, harmonious co-existence with family, friends, co-workers and others. Best of all, feelings of anger and hostility dissolve. They are ready to go back to the person or people who had become the pivot of worry or hostility, and start a new, creative relationship. Thus even those who have not had the co-counseling experience receive its benefits.

When the dyad changes roles, and the client becomes the counselor, he finds his new role equally fulfilling, since he feels strengthened for having been listened to and cared for. He *looks forward* to the chance to provide the same kind of loving attentiveness to the needs of his partner, who now takes his turn as client.

Co-counseling is not something you do for a week or a month. The process should continue—perhaps forever. Those who need to change co-counselors, as in the case of a move or job transfer, find another. Sometimes participants attend a workshop just to learn the theory, for professional use. They discover, unexpectedly, that they also have been under stress that was hidden from their awareness. This is almost inevitable, so that they benefit in a personal way by the experience.

RC is spreading fast. There are areas in most sections of the country where you can begin your education in co-counseling. (See Resources Section, page 14.) The cost of the workshops and classes varies, according to the number of days (one, three, six, or more) and according to the site. If you write to Harvey Jackins for a schedule of workshops nearest your area, ask for the name of the area representative who can give you more details. For the two-day weekend at Powell House in Old Chatham, New York, a Quaker Conference Center, we paid $60.00.

You may wish to follow up your own initiation in this method by promoting a workshop in your Y, or a cluster of Y's, or in a nearby college or adult education class. This can be arranged by contacting RC headquarters to secure the trained leaders or consultants.

• • •

"Every human being is entitled to at least four warm hugs every day."

—Harvey Jackins

VALENTINE BREAKFAST

An Indian Princess Program, by Cindy Burris, Girls Program Director, Northside Family YMCA, North Little Rock, Ark.

We celebrated with a breakfast on the Saturday morning before Valentine's Day. It was in the big banquet room of the North Little Rock Holiday Inn. We had a buffet style breakfast with pancakes, sausage, and milk. All dads and girls came in their Indian costume; we had an attendance of 89—45 girls and 44 dads. All the tribes sat together at their table. The council was opened with a tom-tom beat and a prayer by a retired YMCA staff person who lives in North Little Rock. (He was given an honorary nation feather and he wore it.) Then we filed in line and got our food.

I had invited my own father, following through with the theme, and we sat at the head table with the Chief of Nations YMCA staff and others. The tables were decorated with centerpieces made by the tribes.

After a talk by the Chief of Nations, little Princess Jill Watson said these things:

"This is what Y-Indian Princess means to me: I like to wear my Indian costume. I like to go to tribe meetings 'cause I'm the wampum bearer. I like to be with other girls from my school. I like to be in the other girls' houses. And most of all, I just like to be with my daddy."

John Litts, Chief of Nations, gave an award feather to the girl who talked and to the tribe with perfect attendance.

I led the group in some action songs—"Oc-ee-toc-ee-noon-ga," and "Let's go on a bear hunt," and then we all stood and went through our nation's closing ceremony.

PARENTS CLUB

Parents are important! The parents of children enrolled in the Northeastern Branch Day Care Center have been organized into a Parents Club with a President, Secretary, and two Treasurers.

As the group organized, the members recognized that parental support of programs and activities in which their children are involved is very necessary in helping to maximize the effectiveness of the programs and activities.

The Club has planned parties and carnivals for the families and Day Care children.

John Copeland, Editor,
Detroit Newsletter

On Women in the YMCA

Two Statements to Bring You Up to Date

I. Sexism

This statement is not to convince or persuade anyone that Sexism exists. This statement is to acknowledge its existence and say that Sexism must be dealt with. If we are sincere about "improving the quality of human life," the National Board must deal with the issue of Sexism as a separate and priority issue, as are Racism, Juvenile Justice, and Family Enrichment.

The history and symptoms of Sexism do not parallel Racism's but the painful issue of dehumanizing and subordinating a segment of this country's population is the same. Our country has woven a fabric of societal roles and stereotypes basic to its assurance of economic, political and social "success" at the expense of individual human potential. As individual human beings we are given roles and are conditioned to accept those and behave accordingly. To deviate is labeled abnormal and detrimental to society. All of the people of this country have roles, and for women it has been and still is one of subordination. It was built into the fabric of our society and our daily lives that women's role was subordinate, dependent, and subservient to man's. As an agency which has set up the "quality of human life" as its primary goal, we cannot afford to alienate a large segment of this country's population—Women. We, the YMCA, need to be about dealing with all forms of dehumanization, which includes dealing with Sexism.

We, the National NYPUM Staff, would like to go on record as taking a stand against Sexism, within the YMCA movement and as a major goal to improve the quality of human life.

We would like to see the National Board of YMCA's improve the opportunities for employment of women in the working associations and examine its own policies and practices with women employees.

National Youth Project Using Mini-Bikes
National Board of YMCA's, January 31, 1973

II. Excerpts of a Recommendation
National Staff Meeting in New Orleans, February 13, 1973

"To: Robert W. Harlan, Executive Director
National Board of Young Men's Christian Association

Subject: Recommendation of Organizational Issue Group on Sexism

". . . It was the unanimous decision of the group to urgently request the establishment of a Task Force to work with the Human Resources Division in drafting an affirmative action program for women at the National Board based on compliance procedures outlined in Revised Order No. 4 of the Office of Federal Contract Compliance.

". . . The Group urges the immediate appointment of such a Task Force with a date of June 1, 1973 for submission of a broad proposal for an affirmative action program for National Board women employees, including reasonable target dates for implementation."

Florence Paine, Recorder and Co-Chairperson
Organizational Issue Group on Sexism

The Human Resources Division is following through on this request. We will have up-to-date information in our Fall issue of the Y-CIRCULATOR.

Homosexuality

—A greater percentage of homosexuals check in at a major New York City hotel (50 out of 1000) than at most YMCAs.

—The ratio of "incidents of disturbance" in a YMCA annually due to the presence of homosexuals is minimal.

—The number of homosexuals staying at YMCAs in large cities has been dropping.

These were some of the inputs during a discussion at a Conference of YMCA Residence Directors convened in New York City last October. The topic was: What Should Be Our Attitude Toward Problem People in the 70's in the YMCA.

We are becoming less frightened or offended today by the behavior of people who are "different." We have moved from a "survival society" into an "identity society" as described by William Glasser, the reality therapist, and by Marshall McLuhan. There is increasing concern for persons as *individuals*. Our "role"—profession, trade, career—is less significant. We accord to others the right to search for understanding and acceptance, aware that this pursuit, properly channeled, may offset the oppressive rigidities of a technological age and create a better world.

This movement toward acceptance of ourselves as well as each other as individuals has had some influence in changing the attitudes toward homosexuals. While there are among homosexuals, just as among heterosexuals, people whose behavior is destructive and from whom others require protection, there is finally an increasing awareness that the preponderance of homosexuals lead decent, productive lives, and many more would do so if they were freed from the oppressiveness of their environment. For some people this new acceptance is difficult, arousing the apprehension and fear of anyone who is different. Fear sometimes gives way to anger and opprobrium. However, even the changing laws in the United States have recognized the rights of homosexuals. They are now finding it easier to work and interact more freely, thus becoming far more productive in the total society. A very large number of churches and church organizations have toiled for years to foster this humane, Christian approach.

EXCERPT . . .

from "Futuriasis," an address by Robert W. Harlan, Executive Director, at a National Council meeting, May 21, 1971, in Washington, D. C.

"There is a growing concern for the YMCA's approach to homosexuality. This is a subject on which most have firm, fixed opinions. But the Christian orientation of the YMCA makes it mandatory that man's individual differences be respected. These must include emotional as well as social needs.

—The YMCA approach largely has been punishment and evasion.

—The time is on us to *provide positive guidelines on policies and procedures and counseling relationships for caring about the problems of homosexuals.*

—Our fears, ignorance and prejudice have added to their discrimination and being misunderstood.

—Of course, YMCAs cannot accept overt homosexual behavior as we do not accept promiscuous heterosexual behavior.

—The issue is changing and our *leadership must reexamine our consciences about this situation.*"

Robert Meloy, Residence Director of the Vanderbilt YMCA in New York City (formerly the Grand Central Y), decided to do something about this issue last October, when residence directors from all over the country would be coming in to New York to attend the National Hotel and Motel Educational Exposition. He organized a National Residence Directors Conference for the same week. Eighteen residence directors attended. This report is devoted to a discussion of what transpired when the participants discussed the subject—*What should be our attitude toward "Problem People" in the 70's, in the YMCA.*

The speaker, Dr. Robert J. Wheeler, a New York City psychotherapist and child welfare consultant, was introduced by Bob Meloy and stimulated lively discussion. He came expecting to open up a Pandora's box. He found, instead, that his audience, representing Y's from New York, New Jersey and Connecticut in the East to Washington State in the West, from Minnesota in the North, to Texas in the South, were exceptional in their sensitivity to the problems of the homosexual, and far less likely than the average public (or, for that matter, than Y staff some ten years ago) to adopt a punitive, hostile or insensitive stance.

The following statements made by the participants are noted because each one reflects the opinions of a fair number or, in some cases, all of those present:

1. Drugs and alcohol can be more of a problem to us than homosexuality.
2. People who use our residences and cause no disturbance to individuals or destruction of property are welcome. We respect their right to privacy in their own rooms, provided they abide by the rules that apply for all residents.
3. Some large city Y's have fewer homosexuals now, for two reasons:
   a. Society has become more accepting and they can therefore more easily secure other places to stay.
   b. They are finding it easier to get and hold jobs because of changing attitudes. They can therefore afford to reside in hotels whose prices are higher.
4. Many homosexual men are, in fact like all other men, particularly eager to improve their living environments and therefore, as soon as it becomes possible, they choose more luxurious places to stay.
5. Behavior of homosexuals in a YMCA is much more likely to become a concern in other departments—the program, the physical department, the food service, all the adult and youth membership activities. Yet the residence department is usually the target of the community focus when any unpleasant incident transpires.
6. Disturbing "incidents" in a YMCA due to some heterosexual's behavior do not seem to arouse the reaction or attract the publicity that similar or far less noxious disturbances by a homosexual would.
7. The difference between a YMCA residence and a hotel is that "we care." This would rule out methods that demean an individual who is "different."
8. Homosexuality may be a lifestyle, but it is not necessarily a problem.

Dr. Wheeler distributed the following set of "guidelines" for YMCA Residence Administration which met with acceptance by the directors at the meeting:

(Please turn to page 11)

HOMOSEXUALITY

(*Continued from page 10*)

Suggested Guidelines for YMCA Residence Administration

1. Adopt attitudes and policies about homosexuality that include its existence in a broad context; a policy that affords some measure of privacy for hotel guests—and yet provides for expulsion of all guests who disobey house rules.
2. Staff personnel should differentiate between types of homosexuals—that is, those who hurt others and property and those who don't.
3. Select and screen those in YMCA staff "security positions" who can operate within policy and who are "fairly well integrated and 'together' people."
4. Eliminate witch-hunting, entrapment, and methods aimed at standards of "morality enforcement."
5. Draw upon local community *professionals* to help in the adoption of practices and workable guidelines for the "problem person" in your local association.
6. Discourage public display of homosexual activity and attend to the physical plant by:
   a. elimination of hidden areas of congregation
   b. separation of floors on basis of transient/permanent and of age groups
   c. watching for and cleaning off graffiti
   d. provision for coed facilities, which would cater to individuals more satisfactorily than a Y that provides an all-male environment.

A new book worth reading, especially if you'd like to initiate discussion about this subject in your YMCA, is "Society and the Healthy Homosexual," by George Weinberg, St. Martin's Press.

You may wish to distribute the following questionnaire from Dr. Weinberg's book in order to stimulate discussion and open such a program.

1. Homosexuals should be locked up to protect society.	yes	no
2. It would be upsetting for me to find out I was alone with a homosexual.	yes	no
3. Homosexuals should be allowed to hold government positions.	yes	no
4. I would not want to be a member of an organization which had any homosexuals in its membership.	yes	no
5. I find the thought of homosexual acts disgusting.	yes	no
6. If laws against homosexuality were eliminated, the proportion of homosexuals in the population would probably remain about the same.	yes	no
7. A homosexual could be a good President of the United States.	yes	no
8. I would be afraid for a child of mine to have a teacher who was homosexual.	yes	no
9. If a homosexual sat next to me on a bus I would get nervous.	yes	no
Total	yes	no

As a result of the discussions the directors unanimously agreed to the following two recommendations:

"We recommend that YMCAs provide residence and service to any individual whose behavior does not in any way cause harm to any other individual or lead to incidents of disturbance in the YMCA facility.

"We recommend that YMCAs make every effort to provide preliminary counseling, referral service or information about community resources for any individual who wishes help for personal problems."

See Resources section, page 14 for materials.

COUNSELING THE HOMOSEXUAL

In New York City, a professional group of psychiatrists and psychologists have organized the Homosexual Community Counseling Center as a service for people with problems of homosexuality, both for homosexual men and women and their families, "whether or not their problems center on homosexuality." The staff members view homosexuality as a variety of sexual expression and not as a deviation which must be seen as sickness or sin. The staff of the HCCC is committed to facilitate the optimal development of the client in terms of the values of the client and regardless of the client's sexual orientation. This is done by providing individual and group counseling and psychotherapy, family counseling, marital and relationship counseling, parent education, vocational guidance, pastoral counseling, psychological testing, and peer support.

FALL FAIR AND OPEN HOUSE

By Joyce von Schmid
Program Director, Carlisle, Pa. YMCA

Every YMCA has a lot going for it and going on in it and around it. But how often do the various Y clubs, committees, and special interest groups stop doing their own thing and join forces to do one thing? The Carlisle YMCA recently held a Fall Fair and Open House in which ten groups were actively involved, namely, the Board of Directors, the Youth Council, the Leaders Club, the Swim Team, Y's Men and Y's Mennettes, the Y-Indian Guides, International Management Council, the Gymnastic Club and the Program Committee.

The purposes of the Fair were many, but chief among them was the active participation in a common cause of members belonging to dissimilar groups. For instance, many International Management Council members had never bumped into an Indian Guide Chief until they met in a planning meeting or on Fair Day. And it's undoubtedly true that some of the Board members were amazed at the tireless, energetic, and smiling toil of the long haired and bearded Youth Council members who ran several of the many games of skill!

Other important purposes of the Fair were: A swim-a-thon to support World Service, a new way to announce fall programs, and an exciting way to introduce the Y and its varied activities to potential members. We also raised additional funds which, as everyone knows, is no mean feat!

In general, the Fair layout fell under the following headings: *Food* (bake sale, sandwich and drink concession, cotton candy, cracker jacks, penny candy, and ice cream); *Rides* (a merry-go-round and ponies); *Items for sale* (white elephant table and used books); *Games* (penny pitch, hula hoop, glass toss, dip tank, etc.); *Exhibitions* (table tennis, gymnastics, diving); *World Service* (swim-a-thon and candy sale); *Membership Information and Open House*. All of the activities were held in booths surrounding the parking lot. The various exhibitions were held in the gym and pool.

One result of the Fair was that people who have lived in town for years were heard to say that they'd never taken time to really *see* the Y. This alone would have made the Fall Fair and Open House worthwhile, but, believe me, it was more than worthwhile. We can truly say that on September 23, 1972 the Carlisle YMCA really did its thing and we'll be doing it again next year. You're invited.

RESOURCES

KIDS

Games, Etc.

How often have you wished for a few good games or exercises that could be quickly explained and used in small groups? Charles C. Kujawa, National Director of Program and Camping Services, has compiled 37 of these, briefly described in a new 13-page resource booklet entitled **"Fun for Parent-Child Groups."** It was originally prepared as a service of the National Y-Indian Guide program and presented at the 1973 Long House at Estes Park, Colorado, attended by staff and parents in the three parent/child programs: Y-Indian Guides for fathers and sons, Y-Indian Maidens for mothers and daughters, and Y-Indian Princesses for fathers and daughters. Y's can now order copies (25 for $12.00) from the Urban Action and Program Division, 291 Broadway, New York, N. Y. 10007. There are many other uses for this "fun" booklet. At this low price, Y's may even want to keep a supply on hand to offer to members or prospective members.

A whole book of games (339 pages) has been organized by ages, indoor or outdoor, sports or intellectual, into a collection called **"The World Book of Children's Games,"** by Arnold Arnold. Most require easily obtained materials, if any, and very little formal organization or instruction. Good for your kindergartners on up to teenagers – or your friends! World Publishing, $9.95.

Early Childhood Education

A whole new world of information will be open to you if you become a reader of the *free* eight-page bulletin **ERIC/ECE Newsletter** (Educational Resources Information Center/Early Childhood Education). This gives you resumés of current research on child development, and family life, and the impact of the community on both. All written in clear, brief summaries. The March 1972 issue contains a publication list of abstracts, with prices (very low) that may turn you into an avid retriever of this kind of literature. To get on the mailing list write to ERIC/ECE, University of Illinois at Urbana-Champaign, 805 N. Pennsylvania Avenue, Urbana, Illinois 61801. If you will send $.70 you can ask for the 36-page Abstract Bibliography, "Parent Education" dealing exclusively with early childhood. The abstracts are 200 words in length—enough to stimulate many program ideas for YMCAs.

The Far West Laboratory for Educational Research and Development, Berkeley, California, has issued a detailed guide, **The Parent/Child Toy-Lending Library,** on how to secure and install such a library, and how to conduct an 8-week course to train parents of 3 to 5-year-olds to become actively involved in the educational development of their children. The handbook points out that any local community person, after completing a brief training workshop, can conduct the course for parents of preschool children.

During the one-hour sessions, parents learn to work with the toys and games that teach specific concepts and skills to preschoolers. After completing the course, parents may borrow the toys, as one borrows books from the library, to take home and use with their own children.

Suggestions on how to obtain funds to set up a toy library, how to enlist helpers —such as grandparents—to work with preschoolers, and how to make replacements or additional toys and games are also included in the handbook. The guide may be ordered for 60 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1780-0993).

"Space for Learning" is a collection of thirteen small posters that list (illustrated) the activities and equipment needed for a preschool environment for very little money. Contains over a hundred ideas of things to make and do. Free on request of Office of Child Development, Bureau of Head Start and Child Service Programs, DHEW Publication No. (OCD) 72-51.

Sixty-seven men are now enrolled as **Y-Uncles** in a program for fatherless boys in the Twin Cities. For a packet of explicit and appealing literature about this growing program, write to Robert Pennypacker, Director, Y-Uncles, 233 Michigan Street, Benton Harbor, Michigan 49022.

"Families" is an animated film for young children. The film opens many topics for discussion, group activities, and art projects. Highly recommended for primary grade family life education. 16 mm or 8 mm, sound, color, 9½ minutes. Rental $14, from Perennial Education, 1825 Willow Road, Northfield, Illinois 60093.

Six new authoritative books about **child development and family living** have just been published by Parents' Magazine Press. *The Responsive Parent: Meeting the Realities of Parenthood Today,* by Mary B. Hoover, examines significant principles – and ambiguities – that enter into guiding children from infancy to adulthood and is designed to help parents handle their responsibilities with heightened confidence, self-understanding and psychological sophistication. Each of the five other books offers a comprehensive, up-to-the-minute picture of the all-around development of children at a particular stage of growth. Their titles indicate the developmental periods dealt with. They are: *Three Years to Grow: Guidance for Your Child's First Three Years,* by Sara D. Gilbert; *Primer for Parents of Preschooolers,* by Edith G. Neisser; *Character in the Making: The Many Ways parents Can Help the School-age Child,* by Doris P. Mogal; *Growing Into Adolescence: A Sensible Guide for Parents of Children 11 to 14,* by Lynn Minton; *Parents and Teen-Agers: Getting Through to Each Other,* by Margaret Albrecht. All of the books contain numerous down-to-earth examples of parent-child problems with which parents today—and others who work with children—will identify. The series was prepared under the direction of the Editors of *Parents' Magazine.* The books are clothbound and priced at $5.95.

A Discussion Guide for a series of five **"Head Start Starts at Home"** films is available free on request of the office of Economic Opportunity, Washington, D.C. 20506. After you've studied it you will probably want to borrow the films (free on loan) from the Modern Talking Picture Service, 1212 Avenue of the Americas, New York, N. Y. 10036.

Kitchen Communication. Perhaps the best place for a parent and his boy or girl to really get on the same wavelength is in the kitchen. **"The Cookalong Book,"** by Barbara Wyden, tells you how, in a lively style. It can spark a unique home-style program for Y-Indian Guides, fathers and mothers with their six, seven, and eight-year-old sons and daughters. "The idea is to share, to encourage creativity, to acquire independence – and to just plain have fun." The recipes are written *for* the youngsters themselves. David McKay Company, 750 Third Avenue, New York, N. Y. 10017. $6.95.

RESOURCES

(*Continued from page* 12)

TEENS AND YOUNG ADULTS

Talking With Adolescents About Sex, by Mary E. Lane, a clinical director with lots of first-hand experience at the Margaret Sanger Research Bureau. Her paper presents guidelines that professionals need to know in communicating with adolescents. Single copies are free on request of Program and Management Resources, 291 Broadway, New York, N. Y. 10007. In quantity, they cost $2.00 per dozen. Check must accompany orders under $10.00.

Collect Your Own Data—Give them a cassette recorder, some blank tape and let them interview their peers at school or wherever, asking a single question to each, e.g., "When is abortion OK?", "Is there a generation gap?", "Can two people be married in the eyes of God without a legal document?" The completed tape with 8-15 interviews, plus other audio or printed material, can be a strong discussion starter in rap groups composed of junior highs to adults. This idea was sent in by Ben Iseri, St. Mark's Lutheran Church, Salem, Oregon.

(Thanks to Ken Vogt, *Theory Y*)

Can UN Peacekeeping Work? As each American child comes of age today, the possibility of our children being in a war is an all too stark reality.

The present generation, and those before it, failed to keep the peace. Can we develop a realistic peacekeeping machinery as an alternative to future unilateral military action?

A nationwide, public education program called **Americans Talk Peacekeeping,** has been launched to further this purpose . . . talking "Peace Strategy" instead of "War Strategy." Primarily an educational communications program, the project is intended to tell Americans—in a simplified form—about the UN's present peacekeeping machinery and how it can be made more effective.

Americans Talk Peacekeeping has prepared a comprehensive kit which includes a full-descriptive brochure about the project and available materials; as well as ways in which the YMCA can adopt some phase of the project for group participation at the local level. For a free copy of the brochure, write to: *Americans Talk Peacekeeping,* 833 United Nations Plaza, New York, New York 10017.

The Youth Camp Director's Safety Guide is designed to assist a camp director in achieving the best possible level of safety performance in camping, according to Alex Pasko, recreation safety specialist for the Safety Council. Most of the guide's recommendations are based on safety and health standards developed by the American Camping Association. The soft-cover booklet is available from the National Safety Council (425 N. Michigan Avenue, Chicago, Illinois 60611) at $3.50 per copy with a 20 per cent discount for Council members.

"Helping Youth to Help Youth" is a small pamphlet that outlines a design for training college students, or even selected high school seniors, to counsel their peers.

Forty students from 24 different colleges were given four Saturdays of intensive training in practical methods of understanding themselves and others to recognize fellow students who might be having difficulties and to offer a helping hand.

Paul Popenoe, of the American Institute of Family Relations, reports that the ideas in the program have also been used effectively in various youth organizations and churches. He has generously made copies available free to YMCAs. Write to Paul Popenoe, American Institute of Family Relations, 5287 Sunset Boulevard, Los Angeles, California 90027.

Young people have moved through the "Hippie Culture" of the 60's, and the "Psychedelic Culture" to humanistic psychology and what Grafton Publications calls **"the Growth Culture."** Methods and tools are described in an eight-page summary that represents a fabulous amount of hard work in data gathering. Includes methods you probably know, like Synanon and Transactional Analysis, and others you're wondering about, such as Journal Keeping and Psychosynthesis. Copies are $1.50 each.

Another issue of Grafton's *Youth Report* deals with a **New Wave of Dropouts**— those making a choice to postpone college for other patterns, why, and what they're doing. Copies also $1.50 each. Order from Grafton Publications, 667 Madison Avenue, New York, N. Y. 10021.

Volunteers. Volume 1, Number 3 of *Synergist,* the magazine of the National Student Volunteer Program, includes a "Mini-Manual" on "Training More Effective Volunteers." Also a page on what high school volunteers are doing and many other goodies. Once again we urge you to get on the list for this free publication. Address: The National Student Volunteer Program, ACTION, 806 Connecticut Avenue, N.W., Washington, D. C. 20525.

America, the Beautiful. A practical youth group leader's guide is provided by Keep America Beautiful, Inc. Very brief and succinct, it outlines the steps for a local program. Another small brochure equally helpful for an anti-pollution program is "71 Things You Can Do to Stop Pollution." Send for both, from Keep America Beautiful, Inc., 99 Park Avenue, New York, N. Y. 10010. They're free, and you can ask for *small* quantities if you need them for a program.

Education and Earning Power. Getting an education is a good idea, but let's not kid ourselves: it's not the key to higher earnings. This is the main conclusion of a controversial report out of the Harvard Center for Educational Policy Research. Family background is much more important than schooling in determining income level, says the team's report, which is based on data involving 540,000 students in 4,000 schools.

The report, supported by a grant from the Carnegie Corporation, is published in book form under the title, "Inequality: A Reassessment of the Effect of Family and Schooling in America" (Basic Books, 404 Park Avenue South, New York, N. Y. 10016; $12.50).

Clarence Elliott, Director of Young Adult and Student Services, has duplicated copies of a review of this book. If you'd like a copy of the review, contact him at National headquarters.

For thousands of adventures, programs, and ideas for young people, secure the New York Times guide to **The Summer of '73 for Teenagers, U.S.A.** by Howard S. Rowland and Beatrice L. Rowland. (You'll probably use it in 1974, and 1975 too.) 350 possible summer job sources are suggested—but this is only one of the ten sections in the book. Also listed are archeology digs, politics, science, crafts, etc., with details and addresses for contact. Try your local book store, or order direct from Quadrangle/ The N. Y. Times Book Co., Dept. 413, 330 Madison Ave., N. Y., N. Y. 10017. $4.95.

Want to set up an organic food co-op? Read the **Organic Guide to Colleges and Universities,** by the staffs of Organic Gardening and Farming, Environmental Action Bulletin, and Fitness for Living. A gold mine for anyone (not only the college crowd) who is turned on to the environmental revolution in nutrition. Lots of how-to's. Order from Rodale Press, Emmaus, Pa. 18049. $3.95.

(*More Resources on page* 14)

RESOURCES

(*Continued from page* 13)

FAMILY LIFE

The Institute of Life Insurance has available a number of booklets on special subjects that would be useful for family life education or teenage programming. Send for a copy of their list of publications, all free. (Some titles: Family News and Features, Money Management for Boys and Girls 15 to 18, Your Retirement, the New ABC of Health Insurance.) Address: Community Services, Institute of Life Insurance, 277 Park Avenue, New York, N. Y. 10017. If you find, after you've seen these, that you'd like a bigger supply of copies, we're advised that quantity orders will be filled–also free.

Human Development Institute has developed a number of cassette and programmed booklet series making use of recognized resources for home or small group study. For example:

- *Making Marriage Work*–10 cassettes–price $64.95
- *Improving Communications in Marriage*. Includes materials for an 8-session programmed experience for a couple (reusable)–price $14.50
- *Negotiating a Divorce* – 6 cassettes – price $39.95
- *Marriage Enrichment Program* – includes materials for 5-session program experience for a couple (reusable) – price $29.50
- Others

For a folder write Human Development Institute, 166 East Superior Street, Chicago, Illinois 60611.

(Thanks to Ken Vogt, *Theory Y*)

HELPS FOR VALUE EDUCATORS

Values and Teaching, by Louis Raths, Merrill Harmin and Sidney B. Simon. Columbus, Ohio: Charles E. Merrill, 1966.

This is the basic text on the value clarification approach. It contains the background theory and has great relevance for parents, as well as teachers.

New Strategies for Value Clarification, by Sidney B. Simon, Leland W. Howe and Howard Kirschenbaum. This volume is written in the form of a handbook for teachers and group leaders. It contains detailed instructions on the use of 80 value clarification "strategies" as well as several appendices with hundreds of examples on the use of these strategies with different age groups.

Value Clarification, Spring 1972 issue of *Forum*, published by J. C. Penney Co., Educational Relations, 1301 Avenue of the Americas, New York, N. Y. 10019. One dollar.

Are Values Out of Style? Reprint of an address to "value educators," by Eva Schindler-Rainman. The Urban Actiona and Program Division has secured permission to duplicate this important how-to document for distribution. An excellent piece to start staff discussion, as well as to interpret what the Y is all about to your Board and community. Single copies free on request of Program and Management Resources, 291 Broadway, New York, N. Y. 10007. $2.00 per dozen. Send check for orders under $10.00.

Research and Development Project. A retrieval process has begun by the National Research and Development Division on value education programs and materials now in use around the country. The study is based at the University of Michigan. Richard Batchelder, Associate Executive of the Division and staff liaison for this project, reports that results will be available in the late fall. Contact him then for further information, at National headquarters.

HOMOSEXUALITY

Guide #G 02 on Homosexuality. SIECUS, 1855 Broadway, New York, N. Y. 10023. Single copy, $.50 prepaid. Ask for their full list of resources on homosexuality.

"Homosexuality In Our Society," by Elizabeth Ogg, is a new Public Affairs Pamphlet, #484. See especially the section on "Some Thoughts for Parents." Order from Public Affairs Committee, 381 Park Avenue South, New York, N. Y. 10016. $.35 per copy.

"How To Help Your Son Become A Man," reprint from Pageant Magazine by Charlotte Himber. Order from Program and Management Resources, 291 Broadway, New York, N. Y. 10007. 12 for $1.00.

Society and the Healthy Homosexual, by George Weinberg, St. Martin's Press. Don't miss this one! $5.95.

See the May issue of FORUM for the excellent review of this book by Ron Johnson, Urban Action and Program Division.

Monographs for use with young adults, geared especially toward college students. Fifteen are now available. Nos. 4, 13 and 18 are especially good for "Y" audiences. Those who order the current series will receive, free, others still in preparation as they become available. $15.00 for the series, $1.00 per copy. To order or secure a full list of monographs contact: Dr. Ralph Blair, National Task Force on Student Personnel Services and Homosexuality, 175 Adams Street, Brooklyn, N. Y. 11201.

The Y's Way to Physical Fitness is the only physical fitness book that synthesizes practical experience with latest theory. Seventy-five practitioners and theorists from universities, the medical profession and the YMCA have pooled their know-how and experience to show you, step by step, how to plan, promote and conduct a physical fitness program. To order, address: The Y's Way to Physical Fitness, 33 East Minor Street, Emmaus, Pa. 18049. $12.95.

A brand new **Handbook of Special Events for Non-profit Organizations** was written by Edwin Leibert, formerly a Director of Public Relations for the YMCA and Bernice Sheldon, who has directed many public relations and fund raising events. It provides the bread-and-butter descriptions of over 100 successful experiences in finding and adapting ideas for major public relations and cultivation events. They are geared to interpreting and cultivating support from the community. The book begins with a how-to chapter on "Guidelines for Success." Association Press, $12.95.

Re-Evaluation Counseling – A new method of one-to-one counseling. Contact the headquarters office of Harvey Jackins, at Personal Counselors, Inc., 714 Second Avenue North, Seattle, Washington 98109. He has available a list you can send for, of Re-evaluation Counseling publications and their prices. With his permission we have duplicated one of these, a reprint of a published article describing the RC theory, based on sound psychological principles, by one of the participants, David Clarke. Dr. Clarke is a professor of political science at Western Washington State College. Single copies are free, on request of the Program and

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URGENT! PROGRAM DIRECTORS:

Does your association have an outstanding, effective program for families and/or young people, dealing with Sexuality in today's world? If it does, please report to: Editor, Y-CIRCULATOR, 291 Broadway, New York, N. Y. 10007.

FAMILY COMMUNICATION SKILLS WORKSHOPS

The 1973 Evaluation Report, after two and one-half years of operation of the Family Communication Skills Center, reflects immense satisfaction of the participants in the programs, and in their subsequent family relationships. Demand is increasing for family communication workshops as a key YMCA program offering, to meet local community program preferences.

The National Family Communication Skills Center provides:

1. Information on how to plan and conduct a local workshop.
2. Professional leadership for workshops.
3. Consultant assistance in planning and follow-up.
4. Program models and resources.
5. Information exchange between local workshop sponsors.
6. Periodic evaluation and results.
7. Development of experimental demonstration programs initiated by the Center or by local groups.
8. Assistance in developing local family training and resource centers.

Choose from three basic program models: for Couples, for Parents, for Families.

Contact Winifred Colton, Director, 350 Sharon Park Drive, A-23, Menlo Park, California 94025, tel. 415-854-3884.

"A FRESH APPROACH"

Following are some of the experimental programs that won special recognition, and in some cases grant money from the Mid-America Region's contest, "A Fresh Approach." They may spark ideas for programs in your YMCA.

—Y works with teachers and school administrators in training teenagers to reduce and prevent conflict in the families they will be forming.

—High school seniors give two hours per week to juniors who are experiencing personal problems.

—Parents and youth together make decisions about and develop income-producing enterprises that help their families and the community.

—Foster home parents care for probationers in a constructive home environment.

—Teenage couples—steadies, engaged, or married—meet weekly for learning to communicate.

The National YMCA Research and Development Division collaborated in identifying the criteria on which proposals for such innovative programs for high school age youth were to be judged and in determining the three winning projects.

There are a limited number of copies of "A Fresh Approach," which briefly describes and gives recognition to 20 program proposals. It also reports the source and contact person if you want to study the full proposal. Write to Robert Taylor, Mid-America Region YMCAs, Suite 405, 730 Hennepin Avenue, Minneapolis, Minn. 55403.

THE "FEELINGS" GAP IN MANAGEMENT BY OBJECTIVES

Tom works for an executive who believes in "Management By Objectives." The executive has been really enthusiastic about goal setting through this process. Tom is required to interrupt his normal work schedule to spend hours at his desk, examining his objectives. But not once has Tom's boss really tried to find out how Tom *feels* about working up these annual MBO reports.

Donn Coffee, Director of Organizational Development Technology, Inc., in Port Washington, New York, led off a workshop with this example of the *feelings gap* in supervisory behavior. The workshop on "Motivation in Goal Setting" was one of a series of Leadership Development Workshops at the 1972 Annual Conference of the International Management Council (formerly "Industrial Management Commission." The name has been changed to reflect the current worldwide trend of business and industry affecting especially the concerns of managers whose American firms are operating in foreign countries).

Let's go back to Tom and his paperwork on Management By Objectives. He was doing all right until it came to the part about enunciating goals that are "measurable." It might be easy in manufacturing. But not so with some of those subjective, intangible factors in a YMCA activity. What if your measurement shows up as fewer kids coming to the coffee house, which used to be jammed on Friday nights? But now there's a small group that really digs it. This kind of dilemma has prompted Donn to suggest using the term "Observable" rather than "Measurable." Meaning, there's something about that goal we can actually look at, to see how we're doing. A goal has "observability" if it clarifies how you will know when you've reached your objective.

Most people find themselves performing in a supervisory role at one time or another. These additional notes from Donn's discussion may help you . . . even when you supervise yourself!

FEEDBACK from supervisor:

If some of your feedback needs to be negative, realize you must provide some support. The effect on Tom should be "My supervisor is trying to help me be successful." If, when Tom goes to the boss with bad news, the boss is likely to frown, or make some gestures to indicate his displeasure, such judgmental feedback will cause Tom to hesitate to go on disclosing bad news.

ABOUT Change:

Growth is necessary for fulfillment. People are looking for fulfillment *of their own expectations.* How do people grow? . . . By making some changes. This takes RISK.

ABOUT Risk:

1. People tend not to risk unless there's a 50% chance that taking the leap will lead to success. Degree of risk has to be reasonable.
2. People risk when there's a reasonable prospect of rewards which *they value.* Does the supervisor know what these are *for his subordinates?*
3. Anxiety and frustration begin to develop with risk. Some degree of anxiety is good—challenging. But if the frustration is too great, needed energy is dissipated and problem-solving ability is reduced.
4. Reduced problem-solving ability causes people to become rigid.
5. Risk that ends in success *feels good.* This increases flexibility, encourages further risk.

TEAM DEVELOPMENT

The six-person staff of the Tri-State Metropolitan (New York, New Jersey, Connecticut) Conference of YMCAs settled snugly in a motel room last December for one and a half days' sessions devoted to team development. Object: to create a staff team, removing the dichotomy of professional and non-professional personnel. Each staff member cultivated whatever personal authority and responsibility was perceived as essential to the task at hand. The internal consultant for the productive happening was Pat Vest. Dr. Jack Gibb was the external consultant. This was a refreshing experience and was helpful to the Tri-State Staff, which consists of: Mary DeFilippis, C. Kenneth Eldridge, Sylvia Henderson, Gordon A. Rowe, Margie Spence and Richard J. Yawger. Terms like "Exempt" and "Non-exempt" are defunct for this Tri-state team.

A Drop-in Family Center

In response to a survey of the membership in the Culver-Palms Family YMCA in California, 72% stated that the Y should offer "more family recreation times." The Y designed a drop-in program for stated hours, offering specified program highlights. Below is a sample from last winter's design.

SCHEDULE OF FAMILY EVENTS

Sunday, November 12th — 12:30-3:00 P.M.

Family Event Bar-B-Que. Bring your own uncooked hot dogs, hamburgers or steak plus the rest of your picnic meal—punch and coffee will be provided. All recreational facilities (including swimming) will be available. *Program Highlight:* A family campfire program featuring a sing-along, skits and fun begins at 1:45 p.m.

Friday, December 1st — 6:30-9:00 P.M.

Program Highlight: Holiday Crafts – Make your own centerpieces, greeting cards, candles and displays for the holidays. There will be a minimal charge to cover the cost of supplies. Plus all recreational facilities (including swimming) will be available.

Sunday, December 17th — 6:15-7:45 P.M.

Old-fashioned Christmas Caroling – We'll leave the Y at 6:15 p.m. and return by 7:45 p.m. in time for spiced cider, hot chocolate and cookies. Cost: $1.00 per family.

Friday, January 12th — 6:30-9:00 P.M.

Along with the usual recreational activities, family movies will be provided. Come munch on some popcorn while watching some great adventures!

Sunday, January 21st — 12:30-4:00 P.M.

Program Highlight: Bring a bike and join us on a ride to the Marina. We'll leave the Y at 12:45 p.m. and return by 3:30 p.m. in time for a short swim. (All regularly scheduled recreational activities will be available from 12:30-4:00 p.m.)

Friday, February 2nd — 6:30-9:00 P.M.

Sports Night: Challenge another family to a volleyball game or a relay race! Tournaments will be organized and prizes will be awarded.

Sunday, February 18th — 12:30-4:00 P.M.

Program Highlight: Join in the fun of a "Make-It-Yourself" Buffet Lunch! The cost will be $.50 per child and $1.00 for adults (16 and over). After lunch, a variety of family activities for fun and fitness are scheduled.

The following are also available at all times: Gas Bar-B-Ques, Fire Pit (for hot dog roasting, etc.), Swimming Pool, Pool Table, Ping-Pong, Basketball, Volleyball and Table Games. Families are invited to cook their meals picnic-style at any of the family events.

In order to maintain the concept of a "family" program, at least one parent must be a member of the Y and must be present with any children who come to the events. All participating children first grade and above must also be participating members of the Culver-Palms Family YMCA. Unless stated otherwise, there is no charge for the events.

Extra Copies of THE CIRCULATOR

If you need extra copies—for staff training and orientation—for interpretation to your Board and lay committees—for appending to your funding requests—order from: Program and Management Resources, 291 Broadway, New York, N. Y. 10007.

Requests for any issue of the CIRCULATOR are being filled at $3.00 per dozen, postage prepaid. Orders for less than $10.00 must be accompanied by check.

MORE RESOURCES

(*Continued from page* 14)

Management Resources, 291 Broadway, New York, N. Y. 10007. $2.00 per dozen.

Population Film Provides Public Affairs Program Focus. The official film report (one hour) of the National Commission on Population Growth and the American Future, appointed by President Nixon and mandated by the Congress, is now available as program material to schools and to community groups. The Report deals with a broad range of questions relating the effects of more people on the quality of our lives, and tries to analyze the possible solutions dispassionately. To receive the film on a loan basis, write: Population Affairs Film Collection, National Audio-Visual Center (GSA), Washington, D. C. 20409. Indicate preferred showing date with two alternative dates. Order two months in advance.

POSTOPERATIVE EXERCISES AFTER A MASTECTOMY

Nine women who have had a breast removed due to cancer were enrolled in a course of therapeutic exercises at the Princeton YMCA. The instructor is Mrs. Helen Kohut, who had herself undergone mastectomy and a program of physiotherapy. Mrs. Kohut teaches 14 classes at the Y in slimnastics, swimming, and ballet, but this is her first for postoperative exercises, which she provides as a volunteer. The Y contributes its facilities free also, so there's no fee.

"We haven't got time for tears," she says. Mrs. Kohut devised the exercises on the basis of her own experience. The first half-hour is spent in the gym, reaching, stretching, breathing. Then there is a mild workout in the exercise room with the weighted equipment. This is followed by 30 minutes of fluttering movement in the water.

"When they first come, they're wrapped in a cocoon of fear and self-doubt. Gradually, they emerge, to value themselves as women once again."

This is a real, humanitarian "first" in the YMCA, although there are YMCAs that conduct programs for the physically handicapped, for diabetic children, for the deaf. Other possibilities suggest themselves—e.g., asthma sufferers need to learn to lose their fear of physical exertion.

Send Us Your News

What's going on in your Y that others can adapt?

In order to use the CIRCULATOR properly as a circular track for program information, please send us "how-to" stories of your most innovative activities. Tell us briefly what you did, what succeeded and what didn't, and how —or if—you would change it next time.

Sign your name, name of the Association, and address . . . and . . . MANY THANKS FOR SHARING!

Mrs. Charlotte Himber, Editor
THE CIRCULATOR
291 Broadway
New York, N. Y. 10007
Published by the
National Board of YMCAs

Indian YMCAs. Dwight Call, General Director of the Sioux Indian YMCA, Yakima, Washington, has an excellent 30-Interpretive Color Slide Collection on the *Indian YMCAs,* with a 20-minute script, which he will loan. If you want your own set, he will duplicate the slides for $10.00.